**The Core and MORE Instruction Checklist**

**The CCSS Standard:**

**The Envision Lesson:**

**EXPLICIT INSTRUCTION**

**I do it, We do it, Y’all do it, You do it**

**ENGAGEMENT**

**All Students Saying, Writing, Doing**

**PROACTIVE PLANNING**

**VOCABULARY WORDS**

The following questions should be considered for each part of the lesson:

• What are the predictable failures for this lesson? (conceptually and behaviorally)

• How will you prevent these failures?

• What will you do to maintain consistency?

• How will you know if it is working?

**ANTICIPATORY SET** (5 MINUTES)

Choose from the many options:

*• Review What You Know*

*• Interactive Math Stories*

• Math Journaling

*• Spiral Review*

*• Problem of the Day*

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**BUILDING A FOUNDATION** (5-10 MINUTES)

*The Language of Math*: Vocabulary instruction

• How will you explicitly teach new vocabulary? We will review vocabulary as whole class and then with partner .

• How will you provide multiple opportunities for vocabulary to be used in context?

Review and make sure students use vocabulary in discussion. Ask partners questions.

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES)

*Develop the Concept: Interactive Learning (Hands-on)*

• What materials/manipulatives will you need? Problem solving sheet, base-10 cubes, and math journals.

Base 10 unit cubes; problem solving recording sheet; pencil/eraser

• Will each student have enough materials to model the problems? Yes, they are divided into groups of four.

-If they do not, will you have them pair up or adjust the problems?

• Where will students record their work during this phase of the lesson? Problem solving recording sheet and math journals.

• How will you check for understanding during this phase of the lesson? Observation.

• Will you use the *Extend? Groups in fast finishing mode.*

• Will you use the *Link to Investigations*?

• Choral Responses

• Partner Responses

• Written Responses

• Paper

• Math Journal

• Individual Whiteboards

• Student page from the topic pouch

• Random call on students (No hand raising)

**SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES)

*Develop the Concept: Visual*

The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.

Choose one option:

*Visual Learning Animation* (on-line or CD)

Overhead Transparency

*Visual Learning* Bridge in Student textbook

• Document camera

• Check for understanding during the *Guided Practice*.

• Where will students record their work? Math journal

• If most students are struggling during this phase of the lesson, what will you do?

• Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.

• Use lessons from *Meeting Individual Needs.*

• Use the *Differentiated Instruction: Intervention* lesson.

• Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES)

*Independent Practice* and *Problem Solving*

• Which problems will you assign? Pg 466-467 #1-13

• Where will students record their work? Math Journal

• Will you collect, grade and record the independent practice? Self correct, collect, and record

• How will you check for understanding? Quick check

• If students do not finish the problems assigned for independent practice, will these problems be homework? yes

• Choral Responses

• Partner Responses

• Written Responses

• Random call on students (No hand raising)

**FORMATIVE ASSESSMENT** (5-10 MINUTES)

Concept Understanding

• PLC/Grade-Level common formative assessment

*• Quick Check* (in *Teacher Resource Masters)*

*• Writing to Explain*

*• Mind Game Quiz Show*

• Student buzzers or AverPens

Formative Assessment Tools

*Topic tests* (online or in text)

*Item Analysis for Diagnosis and Intervention*

*Free-Response Test*

*• Performance Assessment*

• CBM-Math

PLC/Grade-Level common formative assessment

Other assessment tool

End of each Quarter:

*• District Common Formative Assessment* (CFA)

**CENTER ACTIVITIES** (15 - 45 MINUTES)

\*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.

Choose from the many options:

*• Meeting Individual Needs*

• Teacher-led interventions

*• Leveled Homework*

• Will you do these activities and if so, when? As needed after lesson.

• When will you give directions on how to play? At the beginning of the intervention.

• What materials will be needed for the activities? Will be based on activity.

• Will you work with the Intervention group? Either me or the math aide. (Parent volunteer or aide)

• How will you determine which activities will be assigned to each group of students? Based on need.

**HOMEWORK**

Choose from the many options:

• Finish *Independent Practice* and/or *Problem Solving* assignment

*• Spiral Review*

*• Quick Check*

*• Leveled Homework*

*•*

• Will you collect and grade homework? We will self check, collect, and record.

• Will you discuss homework? Is so, when? We will discuss homework as problems are corrected and the problems students may have had completing it.